

vote. Had I been present, I would have voted "yes."

COMMUNICATION FROM THE
CLERK OF THE HOUSE

The SPEAKER laid before the House the following communication from the Clerk of the House of Representatives:

HOUSE OF REPRESENTATIVES,
Washington, DC, June 8, 1999.

Hon. J. DENNIS HASTERT,
The Speaker, House of Representatives,
Washington, DC.

DEAR MR. SPEAKER: I have the honor to transmit herewith a facsimile copy of a Certificate of Election received from the Honorable M.J. "Mike" Foster, Jr., Governor, State of Louisiana, indicating that, at the Special Election held on May 29, 1999, the Honorable David Vitter was duly elected Representative in Congress for the First Congressional District, State of Louisiana.

With best wishes, I am

Sincerely,

JEFF TRANDAH, *Clerk.*

□ 1100

SWEARING IN OF THE HONORABLE
DAVID VITTER, OF LOUISIANA,
AS A MEMBER OF THE HOUSE

The SPEAKER. Will the Representative-elect and the members of the Louisiana delegation present themselves in the well.

Mr. VITTER appeared at the bar of the House and took the oath of office, as follows:

Do you solemnly swear that you will support and defend the Constitution of the United States against all enemies, foreign and domestic; that you will bear true faith and allegiance to the same; that you take this obligation freely, without any mental reservation or purpose of evasion; and that you will well and faithfully discharge the duties of the office on which you are about to enter. So help you God.

The SPEAKER. Congratulations. You are now a Member of the United States Congress.

WELCOME TO THE HONORABLE
DAVID VITTER

(Mr. TAUZIN asked and was given permission to address the House for 1 minute.)

Mr. TAUZIN. Mr. Speaker, it is with extreme pleasure that the Louisiana delegation presents to you the newest member of our delegation, the newest Member of the American House of Representatives, Mr. DAVID VITTER.

DAVID is extremely well qualified to join this body. Unlike the Member in the well, who graduated from Harvard on the Bayou in Louisiana, DAVID actually got his education at Harvard University. He is a Rhodes Scholar. He and his lovely wife, Wendy, are the parents of three beautiful children, including a young set of twins. Their three daugh-

ters are here today to celebrate this day with them. Like CHRIS JOHN in our delegation, they are the parents of twins, and we are real excited to have him and his family join our delegation.

Ladies and gentlemen, Mr. Bob Livingston is here, a former member, as you know, and Mr. Jimmy Hayes is here from Louisiana, also to welcome DAVID.

Would you please join me in welcoming again the newest member of the Louisiana delegation and the newest Member of our House of Representatives here in Washington, D.C., Mr. DAVID VITTER.

SERVING LOUISIANA WITH HONOR,
HUMILITY, AND AWE

(Mr. VITTER asked and was given permission to address the House for 1 minute.)

Mr. VITTER. Mr. Speaker, ladies and gentlemen of the House, distinguished Congressman TAUZIN and other members of the Louisiana delegation, I am honored, humbled, awestruck to stand before you today.

My goal in the years ahead is simply this: to become at ease and comfortable with you as I become a respected colleague and friend; to become at ease and comfortable with the ways of the House as I become an effective Congressman; but never to become so at ease and comfortable that I lose these feelings of honor, of humility, of awe. And how could I? This is the people's House. You, we, are the people's representatives, a vital part of the most powerful and moral political experiment in human history.

I look forward to always honoring you as the people's representatives and to working constructively with you on the people's business.

In closing, I would like to recognize the forces that have brought me here today: God; family, led by my parents and wife; friends; and, of course, the wonderful people of Louisiana's First Congressional District. They are here today, they are here always, and I thank them from the depths of my heart.

EDUCATION LAND GRANT ACT

Mr. SESSIONS. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 189 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 189

Resolved, That at any time after the adoption of this resolution the Speaker may, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 150) to amend the Act popularly known as the Recreation and Public Purposes Act to authorize disposal of certain public lands or national for-

est lands to local education agencies for use for elementary or secondary schools, including public charter schools, and for other purposes. The first reading of the bill shall be dispensed with. General debate shall be confined to the bill and shall not exceed one hour equally divided and controlled by the chairman and ranking minority member of the Committee on Resources. After general debate the bill shall be considered for amendment under the five-minute rule. It shall be in order to consider as an original bill for the purpose of amendment under the five-minute rule the amendment in the nature of a substitute recommended by the Committee on Resources now printed in the bill. The committee amendment in the nature of a substitute shall be considered as read. During consideration of the bill for amendment, the chairman of the Committee of the Whole may accord priority in recognition on the basis of whether the Member offering an amendment has caused it to be printed in the portion of the Congressional Record designated for that purpose in clause 8 of rule XVIII. Amendments so printed shall be considered as read. The chairman of the Committee of the Whole may: (1) postpone until a time during further consideration in the Committee of the Whole a request for a recorded vote on any amendment; and (2) reduce to five minutes the minimum time for electronic voting on any postponed question that follows another electronic vote without intervening business, provided that the minimum time for electronic voting on the first in any series of question shall be 15 minutes. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill to the House with such amendments as may have been adopted. Any Member may demand a separate vote in the House on any amendment adopted in the Committee of the Whole to the bill or to the committee amendment in the nature of a substitute. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommend with or without instructions.

The SPEAKER pro tempore (Mr. SHAW). The gentleman from Texas (Mr. SESSIONS) is recognized for 1 hour.

Mr. SESSIONS. Mr. Speaker, for purposes of debate only, I yield the customary 30 minutes to the gentlewoman from New York (Ms. SLAUGHTER), pending which I yield myself such time as I may consume. During consideration of this resolution, all time yielded is for the purpose of debate only.

Mr. Speaker, H. Res. 189 is an open rule providing 1 hour of general debate, divided equally between the chairman and ranking minority member of the Committee on Resources. The rule makes in order the Committee on Resources' amendment in the nature of a substitute as an original bill for the purpose of amendment, which shall be considered as read.

Members who have preprinted their amendments in the record prior to their consideration may be given priority in recognition to offering their amendments if otherwise consistent with House rules.

The Chairman of the Committee of the Whole may postpone votes during consideration of the bill and reduce

voting time to 5 minutes on a postponed question if the vote follows a 15-minute vote.

Finally, the rule provides for one motion to recommit, with or without instructions.

Mr. Speaker, H.R. 150, the Education Land Grant Act, is the product of tireless efforts of my colleague, the gentleman from Arizona (Mr. HAYWORTH). The gentleman is looking for innovative ways to provide educational resources for State and local governments.

Like many western States, Arizona has scarce non-Federal resources within the National Forest land system, making it very expensive and cost-prohibitive for school districts to buy land needed to expand or build the necessary school facilities.

The gentleman from Arizona (Mr. HAYWORTH) recognized this clearly when he had to fight to convey 30 acres of Forest Service land to the Alpine School District for the purpose of building new school facilities during the 104th Congress. The Education Land Grant Act would codify this process for all Forest Service land. This legislation authorizes the Secretary of Agriculture to convey Forest Service lands for educational purposes, as long as the school is publicly funded, the conveyance serves the public interest, and the land is not environmentally sensitive or needed for the purpose of the National Forest System.

□ 1115

This process mirrors the Recreation and Public Purposes Act, which allows Congress to sell or lease Bureau of Land Management land to State and local governments, and qualified non-profit organizations for public purposes.

I am proud of the work my colleague, the gentleman from Arizona (Mr. HAYWORTH) has done.

Mr. Speaker, I urge support for the rule and the underlying legislation, and I reserve the balance of my time.

Ms. SLAUGHTER. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, today we return to the Education Land Grant Act, which was scheduled for consideration a few weeks ago but postponed until today. The bill was reported on a voice vote from the Committee on Resources. It is a relatively straightforward bill and enjoys bipartisan support.

Although I know there are Members who have objections which will be raised in the ensuing debate, it will be ably handled on our side by my good friend, the gentleman from California (Mr. GEORGE MILLER).

Mr. Speaker, this is a request for an open rule on a bill which could easily be handled on the suspension calendar, and an open rule which was granted only after the Democrat efforts to

bring forward the juvenile justice bill were defeated on a party line vote.

Mr. Speaker, this weekend I had the privilege to attend my granddaughter's high school graduation and to hear her give a commencement address welcoming her classmates to the last day of their childhood and the first day of the rest of their lives.

She stated:

We have come to an intersection with no signs, our past beeping loudly at us and a foggy road ahead. Some of us are struggling wildly to go into reverse, which in life is utterly impossible. We are hesitantly facing our future, an unnerving task for we know not what the future holds. But take comfort, the beauty of the future lies not in its planning, but in its spontaneous creation.

Mr. Speaker, I was just like thousands of other parents and grandparents who attended the graduation ceremonies over the past few weeks. There we were, watching our kids, our grandkids, the kid next door who only last week it seems was learning to ride without training wheels, and is now about to claim his or her future.

Sadly, so many, far, far too many children in recent years have gone through that rite of passage forever tinged by violence inside their school walls. In some instances, the classes following these children will have learned not only the fire drill but the evacuation drill, in case a classmate has a gun.

A columnist in my hometown paper, the Democrat and Chronicle in Rochester, New York, observed that we have had so many school shootings that we can now rank them in order of the carnage which was created. It is so sad I can hardly speak to it, but in homes across this country, families are being forced to have exactly that discussion.

Mr. Speaker, if Members do not believe the threat is real, ask the mere child who came to me recently wondering how to find a bulletproof vest.

Mr. Speaker, let us not get complacent on the issues of gun violence and juvenile justice. Let us not let another graduation day pass without action by this House to reduce violence and to help our troubled children.

Mr. Speaker, that is still a debate which this House needs, which I encourage the leadership to allow, and which America wants. Instead of or at least in addition to the debate on the Education Land Grant Act, let us have a constructive and bipartisan debate on our response to the growing crisis of school violence.

Mr. Speaker, I reserve the balance of my time.

Mr. SESSIONS. Mr. Speaker, continuing debate on H.R. 150, I yield such time as he may consume to the gentleman from Utah (Mr. HANSEN), the chairman of the Subcommittee on Public Lands and National Parks.

Mr. HANSEN. Mr. Speaker, I thank my friend, the gentleman from Texas, for yielding time to me.

Mr. Speaker, I rise in support of the rule for H.R. 150. H.R. 150 is an important piece of legislation that will help schoolchildren in rural communities throughout this country.

The Education Land Grant Act will allow publicly-funded education entities to acquire Forest Service land at nominal cost for school facilities. This will help many of the cash-strapped communities that are hemmed in by government land to provide an education for their children.

Mr. Speaker, this is an important bill that will help the Nation's children. I would like to thank the minority for working with us to fine-tune this legislation, and I look forward to the discussion on H.R. 150 on the floor. I support the rule, and hope that my colleagues will do likewise.

Ms. SLAUGHTER. Mr. Speaker, I reserve the balance of my time.

Mr. SESSIONS. Mr. Speaker, I yield such time as he may consume to the gentleman from Nevada (Mr. GIBBONS).

Mr. GIBBONS. Mr. Speaker, I rise today in support of the rule and the underlying legislation, H.R. 150. I want to thank the gentleman from Texas for yielding time to me to speak on this bill, and I want to congratulate the gentleman from Arizona (Mr. HAYWORTH) for his vision and forthrightness and commitment in bringing this bill before the floor.

Mr. Speaker, I represent the Second Congressional District of Nevada. It has numerous communities that are land-locked by the Federal government, Federal land, including Forest Service lands. We have several rural communities that have very little private land from which to expand or build new schools.

For example, let me take one of the counties which I represent. It has an area of approximately 10,000 square miles. That is bigger than the State of Maine. It has 98 percent of that land being owned, operated, and managed by the Federal government. That leaves 2 percent of 10,000 square miles to pay for education, for the infrastructure, highways, for police and fire services, and all of the other county and local community needs. They are not able to reach out and improve their economic and financial base without H.R. 150.

Let me say that that 2 percent is not enough to support many of these counties. What we are asking for here is 80 acres at a maximum, that is 80 acres for this one county out of 10,000 square miles; 80 acres, not a lot. Without this legislation, there is no chance for these people to build new schools, to expand their community for their children, and to improve the future for their children.

H.R. 150 is a commonsense proposal to enhance the education of our children, not just in Nevada, not just in Arizona, but across America, as well.

I urge my colleagues to support H.R. 150, the rule and the underlying bill.

Again, I want to congratulate the gentleman from Arizona (Mr. HAYWORTH).

Mr. SESSIONS. Mr. Speaker, I yield such time as he may consume to the gentleman from Arizona (Mr. HAYWORTH).

Mr. HAYWORTH. Mr. Speaker, I thank my colleague, the gentleman from Texas (Mr. SESSIONS), a member of the Committee on Rules, for yielding time to me.

I also thank my colleague, the gentlewoman from New York (Ms. Slaughter) for her remarks, such as they pertain to this particular piece of legislation.

Mr. Speaker, today we have the opportunity to come together as Americans, not as Democrats or as Republicans but as Americans, to pass an important piece of legislation that will make it easier for economically-challenged communities to provide educational facilities for our children.

The title of this bill says it all: The Education Land Grant Act. This act would allow school districts around the country to apply for conveyances of small tracts of Forest Service land at nominal cost to build, renovate, or expand their educational facilities.

Currently only school districts near Bureau of Land Management land can apply for conveyances under the Recreation and Public Purposes Act, or R&PPA. Modeled after the R&PPA, my legislation simply adds Forest Service lands to this equation.

Mr. Speaker, the idea for this legislation grew out of work I was honored to do in the 104th Congress during my first term here representing the Sixth Congressional District of Arizona. At that time the Alpine School District in eastern Arizona was in desperate need of new school facilities. This district lies within Apache County in the eastern part of the State, near our border with New Mexico.

Eighty-five percent of Apache County, Arizona, is federally-controlled land. That limited what could be raised in property taxes, so the school district was dependent on proceeds from timber harvesting. However, due to lawsuits, logging had been halted. Consequently, the timber receipts that had gone toward funding the schools all but dried up.

The Alpine School District faced a dilemma. It could not afford both the cost of land, estimated to be \$225,000, and the cost of new school facilities. So I introduced legislation which was signed into law that conveyed 30 acres of Forest Service land to the Alpine School District so that the people there could use that land for the construction of new school facilities.

Construction of those facilities proceeds, and I am pleased to report that when the children of Alpine return to school this fall, the facilities will be completed.

The legislation we consider today sets up a national mechanism for

school districts to apply to the Secretary of Agriculture for Forest Service land without having to come to Congress to draw up a specific bill for a special remedy, as the people of Alpine did.

However, the Education Land Grant Act authorizes the Secretary of Agriculture to convey Forest Service land only if certain specific conditions are met:

First, the entity seeking the conveyance must use the land for a public or publicly-funded elementary or secondary school.

Second, the conveyance must serve the public interest.

Third, the land cannot, cannot be environmentally sensitive or needed for purposes of the National Forest system.

Finally, the total acreage to be conveyed will be limited to the amount reasonably necessary for the proposed use, but not to exceed 80 acres.

It also provides that conveyances under this legislation shall be made for a nominal cost using guidelines established under the R&PPA for approximately \$10 an acre. The bill would provide expedited review of applications by requiring the Secretary of Agriculture to acknowledge the receipt of an application within 14 days.

A final determination about whether to convey the land must be made within 120 days unless the Secretary of Agriculture submits a written notice to the applicant explaining the delay.

Passage of this bill will be a boon for rural areas throughout our Nation, but especially in the West and in the South, where there is a large amount of federally-controlled land.

For example, Gila County, Arizona, a county in my district which is approximately the size of the State of Connecticut, only finds 3 percent of its land mass privately owned. In other words, 97 percent of Gila County, Arizona, is under the control, the ownership, if you will, of some governmental entity.

That is why in the West private land, when we can find it, like in Gila County, only 3 percent, is extremely expensive. Not only that, but the West also confronts the problem and the challenge of rapidly growing populations. In fact, Arizona, Utah, and Nevada are the three fastest growing States in the Nation. This means there will be more demand to build school facilities but less land to do it on.

The Education Land Grant Act is one of the ways we can alleviate some of the West's growing pains and at the same time help our children receive the education they need and deserve.

Mr. Speaker, my colleagues on both sides of the aisle have continually talked about the importance of education and the future of our children. H.R. 150 is a commonsense proposal on which we can all agree because it will

allow economically-strapped school districts throughout the United States to put the money where it counts, in the classroom, helping teachers teach, helping children learn. This is a goal I believe we all support, Mr. Speaker.

I hope this House will strongly support the rule and this bipartisan, commonsense legislation.

Ms. SLAUGHTER. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

Mr. SESSIONS. Mr. Speaker, I have no further requests for time, I yield back the balance of my time, and I move the previous question on the resolution.

The previous question was ordered.

The resolution was agreed to.

A motion to reconsider was laid on the table.

□ 1130

The SPEAKER pro tempore (Mr. SESSIONS). Pursuant to House Resolution 189 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the State of the Union for the consideration of the bill, H.R. 150.

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the State of the Union for the consideration of the bill (H.R. 150) to amend the Act popularly known as the Recreation and Public Purposes Act to authorize disposal of certain public lands or national forest lands to local education agencies for use for elementary or secondary schools, including public charter schools, and for other purposes, with Mr. SHAW in the chair.

The Clerk read the title of the bill.

The CHAIRMAN. Pursuant to the rule, the bill is considered as having been read the first time.

Under the rule, the gentleman from Utah (Mr. HANSEN) and the gentleman from California (Mr. GEORGE MILLER) each will control 30 minutes.

The Chair recognizes the gentleman from Utah (Mr. HANSEN).

Mr. HANSEN. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, I rise in strong support of H.R. 150, the Education Land Grant Act. H.R. 150 is a good piece of legislation that will help school children in rural communities throughout the country. I commend the gentleman from Arizona (Mr. HAYWORTH) for his hard work on this bill.

The Education Land Grant Act was designated to alleviate the problem that may help small Western communities. These towns are often hemmed in by government-owned lands such as BLM land, Indian reservations, national forests, State land, national monuments, national parks, et cetera.

Since so much of this land base in these areas is nontaxable government

land, they often find it difficult to afford school facilities. The little private land that does exist in these areas tends to be very expensive. This often makes land acquisition for school facilities cost-prohibitive.

Those communities that are fortunate enough to have a suitable parcel of BLM land near their town can get land at a nominal cost for school facilities through the Recreation and Public Purposes Act. Unfortunately, those communities that are next to a suitable parcel of forest land do not have this option because the Recreation and Public Purposes Act does not apply to Forest Service lands.

H.R. 150 was designed to help these towns and cities surrounded by or adjacent to Forest Service land. They would be able to buy parcels of land for school facilities from the Forest Service at nominal cost. This will allow many of these cash-strapped communities to build more adequate education facilities for their children.

I would like to thank the minority for working closely with us on this legislation. The legislation we have before us today is much improved and something I believe we should all support.

I understand that the administration has some concerns with this legislation. In particular, they object to the concept of selling Forest Service lands at less than full market value. While I understand their concerns, I think it is important to note who it is that we are trying to help. We are talking about schoolchildren. We are talking about giving school districts a little land to build an elementary school or a playground for the children.

This is a good cause and a very good idea. H.R. 150 is simple legislation that resolves a difficult problem for rural school districts. I urge all of my colleagues to support H.R. 150.

Mr. Chairman, I reserve the balance of my time.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, as introduced, H.R. 150 had significant problems. The bill would have amended the Recreation and Public Purposes Act to provide for the transfer of national forest lands to local education entities for use as elementary and secondary schools, including public charter schools.

At the Committee on Resources hearing on H.R. 150, the administration testified in opposition to the bill. While they supported the objective of making Federal lands available in certain circumstances for public purposes, they testified that the legislation was burdensome.

One of the problems with the bill was that the Recreation and Public Purposes Act was designed to apply to public lands only. H.R. 150 tried to shoehorn national forest lands into that law and it was not a very good fit. The

problem was not only with using the Recreation and Public Purposes Act, but also the fact that the bill sponsor was seeking waivers or changes to the normal requirements of land conveyances.

We should not be setting different requirements for school lands than applied to public lands used for hospitals or other public purposes. Further, we had no definition of a public charter school and, as such, we did not know what such use would entail.

During the Committee on Resources' consideration of H.R. 150, an amendment in the nature of a substitute was adopted and made substantial improvements to this legislation. As reported by the Committee on Resources, the bill is now a freestanding measure that provides discretionary authority to the Secretary of Agriculture to make available certain national forest system lands at nominal cost to qualifying entities for use as elementary and secondary schools and related facilities.

The bill requires that in order to make such a conveyance, the Secretary must determine that, one, the land will be used for the intended purposes, two, that the conveyance will serve the public interest, three, that the land to be conveyed is not otherwise needed for the national forest system, and four, the total acreage to be conveyed does not exceed the amount reasonably necessary for the proposed use.

In any event, the conveyance is limited to 80 acres, and the mineral rights are reserved to the United States. In addition, the committee amendment includes the reverter clause that would be applicable if the lands were to be used, without consent of the Secretary, for use other than the use for which the lands were not conveyed.

Mr. Chairman, H.R. 150, as amended by the Committee on Resources, is a significant improvement from the bill as it was introduced. Although the administration objects to the bill because the lands are authorized to be conveyed for less than full cost, I do not think that what the bill provides in this case is unreasonable, given the discretionary nature of the bill and the public interests being served.

Mr. Chairman, I reserve the balance of my time.

Mr. HANSEN. Mr. Chairman, I yield such time as he may consume to the gentleman from Arizona (Mr. HAYWORTH), the author of this legislation, and compliment the gentleman for doing such an excellent job on this very necessary bill.

Mr. HAYWORTH. Mr. Chairman, I thank the gentleman from Utah (Mr. HANSEN) for yielding to me. I also thank the gentleman from California (Mr. GEORGE MILLER) because, as I have learned since coming to this institution, good legislation is often a collaborative process.

I would simply say in response to a couple of points raised by the administration and the Forest Service, it is precisely because so many rural communities find themselves enclosed by federally controlled land are so economically strapped, so economically challenged, so economically disadvantaged that we brought this legislation forward.

Fair market value in this case cannot apply, nor should it apply; and this bill rectifies that at a nominal cost to allow these communities to concentrate their resources where they are best utilized, in the education of our children, by helping teachers teach, helping children learn, and helping local communities within their discretion use this as another tool to empower parents, to empower these varied communities.

The irony of the Forest Service opposition I think speaks volumes, sadly, of the fact that oftentimes there are two Americas. There is the America that is the cause celebre of the news magazines, of the media events, of the cries on our National Mall to remember the children, to care for the children.

Mr. Chairman, folks from the Sixth District of Arizona in remote communities, folks from rural America, do not often get the chance to come to Washington and engage in a photo op. They do not often get the chance to have officials from the administration come with hordes of media to cover an hour in a schoolroom.

But, Mr. Chairman, do rural children not count as much as those in the city? Do those who find their industry shut and their way of life abandoned not have the same rights as those who are easily accessible by the national media and so many opportune photo experiences? I say yes.

Mr. Chairman, I believe Members on both sides of the aisle, rhetoric notwithstanding, understand full well our responsibility to children, whether they reside in a cosmopolitan place such as the Bay area of California or a rural location such as Apache County, Arizona.

Mr. Chairman, I have often said that Mark Twain had it right. History does not repeat itself, but it rhymes. With this new Education Land Grant Act, we will reaffirm one of the greatest examples that has gone before.

Another Republican member of the Committee on Ways and Means, Justin Smith Morrill, in the 1860s brought similar legislation to the floor of this body. Indeed, in the presidential campaign of 1860, it is often obscured because of the terrible Civil War that followed, but a one-term Member, former Member of this body, a man named Abraham Lincoln, told Congressman Morrill that his land grant act would be one of the pillars of the Lincoln administration.

What the Morrill land grant act did for institutions of higher learning,

granting back to our States federally controlled land for the establishment of institutions of higher learning with concentration in the agricultural and mechanical arts, what that act did to make higher education available to all Americans is what we seek to do today with this land grant act, for schools K through 12, for those who find themselves embattled and at an economic disadvantage, without the voices of the special interests in Washington, to step up and put them on the cover of "Time" or "Newsweek," or speak about the challenges they face, to say to rural America, this Congress recognizes the needs that you have.

Mr. Chairman, bipartisan passage of this legislation is essential because the impact of this legislation will literally be ground breaking because it will empower local districts. It will give them the opportunity to have another tool at their disposal to educate their children as they see fit.

That is why today I come to the floor of this House and I ask my colleagues to join me, not as Democrats or as Republicans, but as Americans, in offering this opportunity so that we can end the days that existed before, so that individual Members of Congress do not have to come with a bill exclusively designed for a school district in their area and hope that it is attached like an ornament on a Christmas tree to a larger piece of legislation and end up with a crazy quilt that exists at the discretion of this House and at the whims of the legislative winds that may blow.

This legislation strikes a powerful blow on behalf of America's children, and its impact will be far-reaching and have consequences that the pundits may ignore and the spinmeisters may do their best to sweep aside, but will not soon be forgotten in the classrooms of rural America.

I ask my colleagues to join me in passage of this legislation.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, as I said before, we do not deny the bill has been, we believe, substantially improved with the substitute, as proposed, to the bill, as amended. We have no problem with this.

I would say I do not think this bill is going to solve the education problems in this country. There is much for this Congress to do. While we are happy to help pass this legislation, we wish that the majority would get on with the rest of the agenda that the people in this country want with respect to schools, and clearly part of that is to protect our students and schools from violence. We wish that before the break you had taken up the legislation dealing with background checks at gun shows, child safety locks, and other measures to try to prevent the easy ac-

cess and irresponsible access of young people to guns that have played out in the tragic incidents, oft too often, in this country.

□ 1145

We appreciate that this legislation may impact 40, 50, maybe 60, 70 districts that may have access to some lands, but there are millions of students that are in schools that are crumbling, that are not ready for the next century, that have not been wired, and we really think that the Federal Government ought to participate in helping, whether it is through the Tax Code or whether through loans or grants, to rebuilding some of these crumbling schools in America that are both urban and rural so that children can have a decent setting in which to learn and in which knowledge can be conveyed and can be acquired by these children.

So this is an interesting piece of legislation, but it falls far short of what the country expects out of this Congress with respect to the children's education in this Nation. And we would hope at some point, since we are only working a couple of hours a week around here, that we would find time to address that legislation and deal with the issue of revitalizing the infrastructure of education in this country.

Mr. Chairman, I yield back the balance of my time.

Mr. HANSEN. Mr. Chairman, I yield myself such time as I may consume to concur with what the gentleman from Arizona said regarding this bill before us. I do not think that people who come from the large metropolitan areas or the large heavily populated States realize the problems we have in some of rural America. Many States, and we can look at a lot of the western States in particular and some in the south, where there is a small community surrounded by government land. I come from one of those communities myself where all of a sudden the Forest Service or BLM land has you hemmed in and communities can do nothing. They cannot touch it or do anything with it. Then, when they want to expand for a playground or expand their school, they have to come up against this bureaucracy of how do we do it.

Nothing is more difficult, Mr. Chairman, in America than trying to figure out a way to get the Federal Government to trade, barter, or somehow buy some Federal land. It goes through the biggest fudge factory there is in America, and communities are lucky if they get it done. It normally takes 11 years before they even look at it. Therefore, this is an overdue piece of legislation.

At this particular time we have a President of the United States and Vice President of the United States, and last Thursday the minority leader of the Democratic side, talking about the need for education, but we are not

seeing too much happening around here. This is the first time this term, in my mind, that we have seen something that substantially helps school-children.

I commend the gentleman from Arizona for taking it upon himself to do it. I know he had some tough fights in committee to get it to this point, but finally we will get something that will help these little communities that are a forgotten part of America. Everyone thinks of the New Yorks and the San Franciscos and the L.A.s, but they do not think of the little Apache areas or Farmington, Utah, or some other little place in Wyoming. Finally, we are doing something for those folks. I commend the gentleman.

Mr. THOMAS. Mr. Chairman, I support H.R. 150, the Education Land Grant Act, because it will help children in my district in Kern County, California, to continue to attend their school situated on federally owned land in the Los Padres National Forest. Passage of this bill will finally give the U.S. Forest Service the authority to dedicate 10 acres of land currently used by the Frazier Park Elementary School for continuation of this school's operation.

Many schools in the rural West were built on land owned by the U.S. Forest Service. There is often no other choice because the communities are surrounded by government owned land—"land-locked". However, under current regulations, these schools are facing skyrocketing lease prices from the Forest Service's new land value assessment methods. Many schools are finding it almost impossible to remain open because of being hit by the higher leases. Yet, it makes no sense for the federal government to dedicate billions to general education while strangling specific schools that operate on federal land.

Frazier Park Elementary is a good example of a rural school the bill could aid. Imbedded within the Los Padres National Forest, the school is now facing a financial crisis. Since 1975, the School has leased and developed land from the Forest Service. Like many leaseholders, their property has been reevaluated by the Forest Service, and the lease has gone up by 1300% in one year from \$1,290 per year to \$17,750 per year.

Does it make sense to take education dollars from isolated, rural schools to put into the coffers of a federal land agency? Local Forest Service officials have repeatedly lamented that they had no authority to dedicate the land to the school district. Passage of this bill will finally give the Forest Service the authority and direction from Congress to make such a dedication in the case of Frazier Park Elementary School.

The Education Land Grant Act provides real and immediate assistance to school districts like Frazier Park Elementary School that are asking for our help. I urge my colleagues to stand and join me in voting for this bill and provide a resounding answer that we do support education for our children.

Mr. HANSEN. Mr. Chairman, I yield back the balance of my time.

The CHAIRMAN. All time for general debate has expired.

Pursuant to the rule, the committee amendment in the nature of a substitute printed in the bill is considered as an original bill for purposes of amendment and is considered as read.

The text of the committee amendment in the nature of a substitute is as follows:

H.R. 150

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION. 1. SHORT TITLE.

This Act may be cited as the "Education Land Grant Act".

SEC. 2. CONVEYANCE OF NATIONAL FOREST SYSTEM LANDS FOR EDUCATIONAL PURPOSES.

(a) **AUTHORITY TO CONVEY.**—Upon application, the Secretary of Agriculture may convey National Forest System lands for use for educational purposes if the Secretary determines that—

(1) the entity seeking the conveyance will use the conveyed land for a public or publicly funded elementary or secondary school, to provide grounds or facilities related to such a school, or for both purposes;

(2) the conveyance will serve the public interest;

(3) the land to be conveyed is not otherwise needed for the purposes of the National Forest System; and

(4) the total acreage to be conveyed does not exceed the amount reasonably necessary for the proposed use.

(b) **ACREAGE LIMITATION.**—A conveyance under this section may not exceed 80 acres. However, this limitation shall not be construed to preclude an entity from submitting a subsequent application under this section for an additional land conveyance if the entity can demonstrate to the Secretary a need for additional land.

(c) **COSTS AND MINERAL RIGHTS.**—A conveyance under this section shall be for a nominal cost. The conveyance may not include the transfer of mineral rights.

(d) **REVIEW OF APPLICATIONS.**—When the Secretary receives an application under this section, the Secretary shall—

(1) before the end of the 14-day period beginning on the date of the receipt of the application, provide notice of that receipt to the applicant; and

(2) before the end of the 120-day period beginning on that date—

(A) make a final determination whether or not to convey land pursuant to the application, and notify the applicant of that determination; or

(B) submit written notice to the applicant containing the reasons why a final determination has not been made.

(e) **REVERSIONARY INTEREST.**—If at any time after lands are conveyed pursuant to this section, the entity to whom the lands were conveyed attempts to transfer title to or control over the lands to another or the lands are devoted to a use other than the use for which the lands were conveyed, without the consent of the Secretary, title to the lands shall revert to the United States.

The CHAIRMAN. During consideration of the bill for amendment, the Chair may accord priority in recognition to a Member offering an amendment that has been printed in the designated place in the CONGRESSIONAL RECORD. Those amendments will be considered read.

The Chairman of the Committee of the Whole may postpone a demand for

a recorded vote on any amendment and may reduce to a minimum of 5 minutes the time for voting on any proposed question that immediately follows another vote, provided the time for voting on the first question shall be a minimum of 15 minutes.

Are there any amendments to this bill?

If not, the question is on the committee amendment in the nature of a substitute.

The committee amendment in the nature of a substitute was agreed to.

The CHAIRMAN. Under the rule, the Committee rises.

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. McHUGH) having assumed the chair, Mr. SHAW, Chairman of the Committee of the Whole House on the State of the Union, reported that that Committee, having had under consideration the bill (H.R. 150) to amend the Act popularly known as the Recreation and Public Purposes Act to authorize disposal of certain public lands or national forest lands to local education agencies for use for elementary or secondary schools, including public charter schools, and for other purposes, pursuant to House Resolution 189, he reported the bill back to the House with an amendment adopted by the Committee of the Whole.

The SPEAKER pro tempore. Under the rule, the previous question is ordered.

The question is on the committee amendment in the nature of a substitute.

The committee amendment in the nature of a substitute was agreed to.

The SPEAKER pro tempore. The question is on the engrossment and third reading of the bill.

The bill was ordered to be engrossed and read a third time, and was read the third time.

The SPEAKER pro tempore. The question is on the passage of the bill.

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. HANSEN. Mr. Speaker, I object to the vote on the ground that a quorum is not present and make the point of order that a quorum is not present.

The SPEAKER pro tempore. Evidently a quorum is not present.

The Sergeant at Arms will notify absent Members.

The vote was taken by electronic device, and there were—yeas 420, nays 0, not voting 14, as follows:

[Roll No. 171]

YEAS—420

Abercrombie
Ackerman
Aderholt
Allen
Andrews
Archer
Armey

Bachus
Baird
Baker
Baldacci
Baldwin
Ballenger
Barcia

Barr
Barrett (NE)
Barrett (WI)
Bartlett
Barton
Bass
Bateman

Becerra
Bentsen
Bereuter
Berkley
Berman
Berry
Biggert
Billbray
Billirakis
Bishop
Blagojevich
Blumenauer
Blunt
Boehlert
Boehner
Bonilla
Bonior
Bono
Borski
Boswell
Boyd
Brady (PA)
Brady (TX)
Brown (FL)
Brown (OH)
Bryant
Burr
Burton
Buyer
Callahan
Calvert
Camp
Campbell
Canady
Cannon
Capps
Capuano
Cardin
Carson
Castle
Chabot
Chambliss
Clay
Clayton
Clement
Clyburn
Coble
Coburn
Collins
Combest
Condit
Conyers
Cook
Cooksey
Costello
Cox
Coyne
Cramer
Crowley
Cubin
Cummings
Cunningham
Danner
Davis (FL)
Davis (IL)
Davis (VA)
Deal
DeFazio
DeGette
Delahunt
DeLauro
DeLay
DeMint
Deutsch
Diaz-Balart
Dickey
Dicks
Dingell
Dixon
Doggett
Dooley
Doolittle
Doyle
Dreier
Duncan
Dunn
Edwards
Ehlers
Ehrlich
Emerson
Engel
English
Eshoo
Etheridge
Evans
Everett

Ewing
Farr
Fattah
Filner
Fletcher
Foley
Forbes
Ford
Fossella
Fowler
Frank (MA)
Franks (NJ)
Frelinghuysen
Frost
Gallegly
Ganske
Gejdenson
Gekas
Gephardt
Gibbons
Gilchrest
Gillmor
Gilman
Gonzalez
Goode
Goodlatte
Gooding
Gordon
Goss
Graham
Granger
Green (TX)
Green (WI)
Greenwood
Gutierrez
Gutknecht
Hall (OH)
Hall (TX)
Hansen
Hastings (FL)
Hastings (WA)
Hayes
Hayworth
Hefley
Herger
Hill (IN)
Hill (MT)
Hilleary
Hilliard
Hinchey
Hinojosa
Hobson
Hoeffel
Hoekstra
Holden
Holt
Hooley
Horn
Hostettler
Houghton
Hoyer
Hulshof
Hunter
Hutchinson
Hyde
Inslee
Isakson
Istook
Jackson (IL)
Jackson-Lee
(TX)
Jefferson
Jenkins
John
Johnson (CT)
Johnson, E. B.
Johnson, Sam
Jones (NC)
Jones (OH)
Kanjorski
Kaptur
Kasich
Kelly
Kennedy
Kildee
Kind (WI)
Kind (NY)
Klecza
Klink
Knollenberg
Kolbe
Kucinich
Kuykendall
LaFalce
LaHood
Lampson

Lantos
Largent
Larson
Latham
LaTourette
Lazio
Leach
Levin
Lewis (CA)
Lewis (GA)
Lewis (KY)
Linder
Lipinski
LoBiondo
Lofgren
Lowey
Lucas (KY)
Lucas (OK)
Luther
Maloney (CT)
Maloney (NY)
Manzullo
Markey
Martinez
Mascara
Matsui
McCarthy (MO)
McCarthy (NY)
McCrery
McDermott
McGovern
McHugh
McInnis
McIntosh
McIntyre
McKeon
McKinney
McNulty
Meehan
Meek (FL)
Meeks (NY)
Menendez
Metcalfe
Mica
Millender-
McDonald
Miller (FL)
Miller, Gary
Miller, George
Minge
Mink
Moakley
Mollohan
Moore
Moran (KS)
Moran (VA)
Morella
Murtha
Myrick
Nadler
Napolitano
Neal
Nethercutt
Ney
Northup
Norwood
Nussle
Oberstar
Obey
Olver
Ortiz
Ose
Owens
Oxley
Packard
Pallone
Pascarelli
Pastor
Paul
Payne
Pease
Pelosi
Peterson (MN)
Peterson (PA)
Petri
Phelps
Pickering
Pitts
Pombo
Pomeroy
Porter
Portman
Price (NC)
Pryce (OH)
Quinn
Radanovich

Rahall	Sherman	Thune
Ramstad	Sherwood	Thurman
Rangel	Shimkus	Tiahrt
Regula	Shows	Tierney
Reyes	Shuster	Toomey
Reynolds	Simpson	Towns
Riley	Sisisky	Trafficant
Rivers	Skeen	Turner
Rodriguez	Skelton	Udall (CO)
Roemer	Slaughter	Udall (NM)
Rogan	Smith (NJ)	Upton
Rogers	Smith (TX)	Velázquez
Rohrabacher	Smith (WA)	Vento
Ros-Lehtinen	Snyder	Visclosky
Rothman	Souder	Vitter
Roukema	Spence	Walden
Roybal-Allard	Spratt	Walsh
Royce	Stabenow	Wamp
Ryan (WI)	Stark	Watkins
Ryun (KS)	Stearns	Watt (NC)
Sabo	Stenholm	Watts (OK)
Salmon	Strickland	Waxman
Sanchez	Stump	Weiner
Sanders	Stupak	Weldon (FL)
Sandlin	Sununu	Weller
Sanford	Sweeney	Wexler
Sawyer	Talent	Weygand
Saxton	Tancredo	Whitfield
Scarborough	Tanner	Wicker
Schaffer	Tauscher	Wilson
Schakowsky	Tauzin	Wise
Scott	Taylor (MS)	Wolf
Sensenbrenner	Taylor (NC)	Woolsey
Serrano	Terry	Wu
Sessions	Thomas	Wynn
Shadegg	Thompson (CA)	Young (AK)
Shaw	Thompson (MS)	Young (FL)
Shays	Thornberry	

NOT VOTING—14

Bliley	Kilpatrick	Rush
Boucher	Kingston	Smith (MI)
Brown (CA)	Lee	Waters
Chenoweth	McCullum	Weldon (PA)
Crane	Pickett	

□ 1213

So the bill was passed.

The result of the vote was announced as above recorded.

The title of the bill was amended so as to read:

“A bill to authorize the Secretary of Agriculture to convey National Forest System lands for use for educational purposes, and for other purposes.”

A motion to reconsider was laid on the table.

Stated for:

Mr. SMITH of Michigan. Mr. Speaker, on rollcall No. 171, I was inadvertently detained in a meeting with AARP re Social Security. Had I been present, I would have voted “yes.”

Ms. LEE. Mr. Speaker, on rollcall No. 171, I was unavoidably absent from the vote on H.R. 150. Had I been present, I would have voted “yes.”

PERSONAL EXPLANATION

Ms. KILPATRICK. Mr. Speaker, due to official business in the 15th Congressional District of Michigan, I was not able to record my vote for two measures considered in the U.S. House of Representatives today. Had I been present, I would have voted “aye” for rollcall number 170, and I would have voted “aye” for rollcall number 171.

GENERAL LEAVE

Mr. SKEEN. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and to

include tabular and extraneous material on H.R. 1906.

The SPEAKER pro tempore (Mr. LAHOOD). Is there objection to the request of the gentleman from New Mexico?

There was no objection.

AGRICULTURE, RURAL DEVELOPMENT, FOOD AND DRUG ADMINISTRATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2000

The SPEAKER pro tempore. Pursuant to House Resolution 185 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the State of the Union for the further consideration of the bill, H.R. 1906.

□ 1215

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the State of the Union for the further consideration of the bill (H.R. 1906) making appropriations for Agriculture, Rural Development, Food and Drug Administration, and Related Agencies for the fiscal year ending September 30, 2000, and for other purposes, with Mr. PEASE in the chair.

The Clerk read the title of the bill.

The CHAIRMAN. When the Committee of the Whole rose on Wednesday, May 26, 1999, the amendment by the gentleman from Oklahoma (Mr. COBURN) had been disposed of and the bill was open for amendment from page 13, line 1, to page 14, line 19.

Are there further amendments to this portion of the bill?

Mr. SKEEN. Mr. Chairman, I move to strike the last word.

Mr. Chairman, the Committee of the Whole has had this bill under consideration for 2 days. We have consumed about 11 hours of floor time so far. We have disposed of 10 amendments by recorded votes and we have reached page 14 of a 70-page appropriations bill. I believe that this is a record for this bill. I rise to make the point that the membership has been very strong in its support of the Committee on Appropriations and of the votes cast on the 10 amendments; over 70 percent have supported the committee's recommendations and less than 30 percent have opposed them. I want to take this opportunity to thank the membership for supporting our work and to ask for its continued support.

Ms. KAPTUR. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I would just like to inform the House that we are going to proceed forward on this bill today. It is our hope, in view of the crisis in rural America, we can move through it expeditiously. We look forward to working with the gentleman from New Mexico (Mr. SKEEN) and to try to move through the amendments that remain.

I think further delay is not in the interest of the Nation. We would like to move this bill to conference as quickly as possible. We look forward to proceeding with the amendments in order. I look forward to the first amendment.

The CHAIRMAN. The Clerk will read. The Clerk read as follows:

None of the funds in the foregoing paragraph shall be available to carry out research related to the production, processing or marketing of tobacco or tobacco products.

NATIVE AMERICAN INSTITUTIONS ENDOWMENT FUND

For establishment of a Native American institutions endowment fund, as authorized by Public Law 103-382 (7 U.S.C. 301 note), \$4,600,000.

EXTENSION ACTIVITIES

Payments to States, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, Micronesia, Northern Marianas, and American Samoa: for payments for cooperative extension work under the Smith-Lever Act, to be distributed under sections 3(b) and 3(c) of said Act, and under section 208(c) of Public Law 93-471, for retirement and employees' compensation costs for extension agents and for costs of penalty mail for cooperative extension agents and State extension directors, \$276,548,000; payments for extension work at the 1994 Institutions under the Smith-Lever Act (7 U.S.C. 343(b)(3)), \$2,060,000; payments for the nutrition and family education program for low-income areas under section 3(d) of the Act, \$58,695,000; payments for the pest management program under section 3(d) of the Act, \$10,783,000; payments for the farm safety program under section 3(d) of the Act, \$3,000,000; payments for the pesticide impact assessment program under section 3(d) of the Act, \$3,214,000; payments to upgrade research, extension, and teaching facilities at the 1890 land-grant colleges, including Tuskegee University, as authorized by section 1447 of Public Law 95-113 (7 U.S.C. 3222b), \$8,426,000, to remain available until expended; payments for the rural development centers under section 3(d) of the Act, \$908,000; payments for a groundwater quality program under section 3(d) of the Act, \$9,561,000; payments for youth-at-risk programs under section 3(d) of the Act, \$9,000,000; payments for a food safety program under section 3(d) of the Act, \$7,365,000; payments for carrying out the provisions of the Renewable Resources Extension Act of 1978, \$3,192,000; payments for Indian reservation agents under section 3(d) of the Act, \$1,714,000; payments for sustainable agriculture programs under section 3(d) of the Act, \$3,309,000; payments for rural health and safety education as authorized by section 2390 of Public Law 101-624 (7 U.S.C. 2661 note, 2662), \$2,628,000; payments for cooperative extension work by the colleges receiving the benefits of the second Morrill Act (7 U.S.C. 321-326 and 328) and Tuskegee University, \$25,843,000; and for Federal administration and coordination including administration of the Smith-Lever Act, and the Act of September 29, 1977 (7 U.S.C. 341-349), and section 1361(c) of the Act of October 3, 1980 (7 U.S.C. 301 note), and to coordinate and provide program leadership for the extension work of the Department and the several States and insular possessions, \$12,741,000; in all, \$438,987,000: *Provided*, That funds hereby appropriated pursuant to section 3(c) of the Act of June 26, 1953, and section 506 of the Act of June 23, 1972, shall not be paid to any State, the District of Columbia, Puerto Rico,